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AUTHOR Eason, Kenneth C.; And Others
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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this administrative perceptions guide presents a suggested methodology for conducting a needs assessment with the administrative and supervisory staff. The matrix included depicts the factors and indicators assessed by the administrative and supervisory staff and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BH)

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Local Educational Assessment Program

Guide 5
Administrative and Supervisory Perceptions

A Project Developed at
Athens Area Vocational Technical School
and Funded by
The State of Georgia
Department of Education

Kenneth C. Easom
Judy H. Hulsey
Judy L. Taylor
James W. Wilson

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INTRODUCTION

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

Ths suggested material in this guide is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs. This guide contains four sections: (1) Goals and Objectives; (2) Procedures for Administration; (3) Procedures for Data Analysis; and (4) Model Instruments and Documents.

The first section, Goals and Objectives, defines potential outcomes of this component of local evaluation. The second section, Procedures for Administration, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, Procedures for Data Analysis, presents a suggested method for organizing the information gained into usable data. The fourth section, Model Instruments and Documents, contains copies of instruments and documents that were developed and field tested as part of this project. Implementation of this guide has many potential outcomes beyond those given. Institutions may utilize data generated for other outcomes such as decision making and comprehensive planning.

Overview--Administrative and Supervisory Perceptions

This Administrative and Supervisory Perceptions Guide of Project LEAP provides for the Coordinator of Instruction (supervisor) to give his/her perceptions of the strengths and weaknesses of the occupational programs and the instructors and for the Director to give his/her perceptions of the strengths and weaknesses of the Coordinator of Instruction.

The following three instruments are included:

----Supervisory Perceptions--Instructor
----Supervisory Perceptions--Program
----Administrative Perceptions--Coordinator of Instruction

The purpose of this process is for the identification of strengths and weaknesses so that appropriate improvement activities may be initiated. Administrative and Supervisory Perceptions is a needs assessment and not a personnel evaluation and should be treated as such.

I. Goal and Objectives

A. GOAL

For the administrative and supervisory staff to give their perceptions of the strengths and weaknesses of the program, Coordinator of Instruction, and instructors.

B. OBJECTIVES

The objectives of this component of Project LEAP are to solicit administrative and supervisory perceptions in helping to:

1. Provide for staff development activities designed to fulfill identified needs.

2. Identify needed occupational program improvements in areas such as curriculum, resource materials, physical facilities, and equipment.

3. Identify expressed needs of the instructors, program, and the Coordinator of Instruction, and to provide for effective fulfillment of identified needs.

4. Identify any institution-wide needs not previously identified in other components of the evaluation process.

II. PROCEDURES FOR ADMINISTRATION

A. SELECTING THE INSTITUTIONAL REPRESENTATIVE

Prior to the commencement of any evaluation activities, the institution should designate an Institutional Representative to be in charge of administration of this evaluation component. It is recommended that the institutional representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

B. DETERMINING THE SCOPE OF ADMINISTRATIVE PERCEPTIONS

This Administrative Perceptions Guide of Project LEAP provides for identification of the strengths and weaknesses of the following administrative and supervisory staff of the institution:

--Instructors
--Occupational programs
--Coordinators of Instruction

According to the organizational structure of the developing institution, strengths and weaknesses of the instructors of the occupational programs are identified by the respective coordinators, and the Associate Director assesses the coordinators. Other institutions will need to adapt these instruments to fit their occupational structure.

C. ASSIGNING RESPONSIBILITIES TO INSTITUTIONAL PERSONNEL

The following activities are the responsibilities of and should be conducted by the following institutional personnel:

1 Institutional Representative

a. Orients in a positive manner those involved in this aspect of the needs assessment to promote understanding, acceptance, and cooperation.

b. Appoints a faculty-administrative committee to review, adapt and modify instruments to fit individual needs. Involvement of more personnel will promote understanding, cooperation, and acceptance.

c. Maintains master copies of all evaluation forms for administrative and supervisory personnel.

d. Duplicates sufficient quantities of forms for use with administrative personnel.

e. Makes administrative perception forms available to appropriate supervisory personnel at a predetermined time. Refer to the Introductory Manual and the flow chart in this guide for a suggested time-table for implementation of this evaluation model.

2. Instructional Coordinator

a. Approaches instructor needs assessment in a positive manner; emphasizes the importance for individual, program, and institutional growth; and attempts to establish an atmosphere of mutual trust and respect for a meaningful process.

b. Identifies strengths and weaknesses of instructors under his/her administration in the areas of teacher effectiveness and occupational competency (Sample Document 1).

c. Makes appointment with instructors for an individual conference to discuss ratings (Sample Document 1).

d. Records identified instructor needs on Individual Needs Analysis Profile.

e. Identifies strengths and weaknesses of the occupational programs under his/her administration. These needs are identified by a scheduled visit in the program areas and by discussions with instructors (Sample Document 2).

f. Conducts a conference with all program staff to discuss identified needs and remediation of them.

g. Records identified program needs on Program Needs Analysis Profiles.

3. Director or Designate

a. Approaches needs assessment in a positive manner, emphasizes the importance of evaluation for individual, program, and institutional growth; and attempts to establish an atmosphere of mutual trust and respect to promote understanding, cooperation, and acceptance.

b. Identifies strengths and weaknesses in performance of the Coordinator of Instruction (Sample Document 3).

c. Makes appointment for individual conference with the Coordinator of Instruction to discuss identified strengths and weaknesses of his/her performance.

d. Records identified individual needs on Individual Needs Analysis Profile.

III. Procedures for Data Analysis

The needs identified through this assessment process are for improvement purposes only and should not be related to tenure, promotion, and contract renewal.

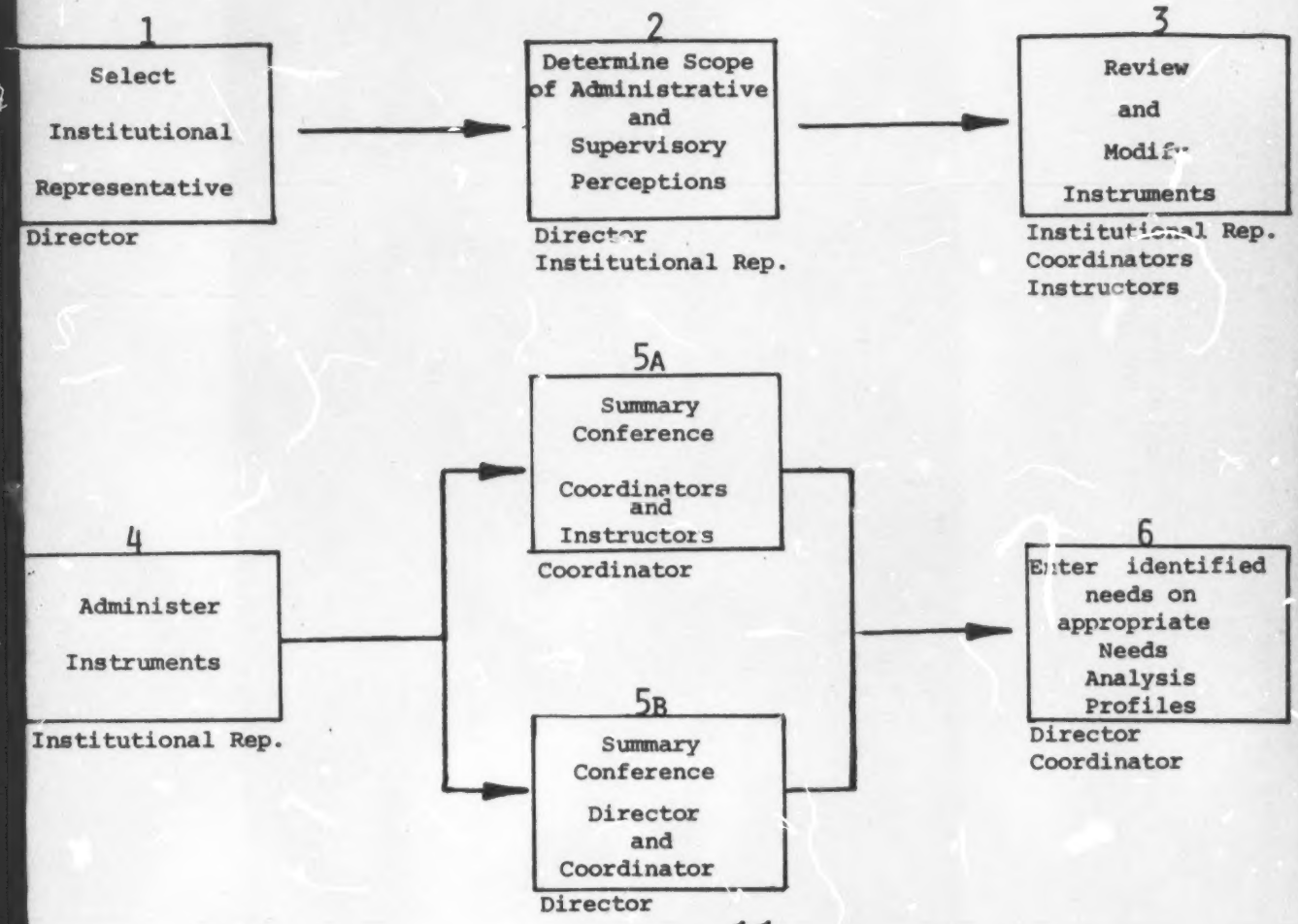
Identified improvement needs of the instructors and program should be entered on the appropriate Needs Analysis Profile by the Coordinator of Instruction, and identified needs of the Coordinator of Instruction should be entered by the Director or person to whom the coordinator is directly responsible.

DATA UTILIZATION

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this manual to be meaningful, it must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement. It is recommended that the Introductory Manual be consulted for the model that has been developed to utilize this data for the above stated purposes.

ADMINISTRATIVE AND SUPERVISORY PERCEPTIONS

FLOW CHART



Listing of Sample Documents

	Document Number
Supervisory Perceptions--Instructor	1
Supervisory Perceptions--Program	2
Administrative Perceptions--Coordinator of Instruction	3

Sample Document 1

SUPERVISORY PERCEPTIONS--INSTRUCTOR

Name of Instructor: _____

Date _____

The following questionnaire was designed as an instrument to help the Coordinator of Instruction identify strengths and weaknesses of the instructor. The competencies listed were developed by a faculty-administrative committee and are based on nationally recognized teacher competencies.

The comments and ratings made on this form are strictly to help identify needs so that appropriate activities in staff development may be geared to the fulfillment of those needs. None of the responses in this document will be used for annual personnel evaluation for contract renewal.

Rating Scale

3 -- NEEDS VERY LITTLE IMPROVEMENT
2 -- NEEDS SOME IMPROVEMENT
1 -- NEEDS TO IMPROVE

A. Personal Qualifications 1. There should be effective interaction between the instructor and other professional staff. How do you rate this instructor's interaction with those listed below?	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1
a. Other instructors			
b. Coordinator of Instruction			
c. Associate Director for Instruction			
d. Associate Director for Student Personnel Services			
e. Director			
f. Media Specialist			
g. Coordinator of Special Needs Program			
h. Registrar			
i. Secretarial Staff			
j. Pre-Tech Staff			

	3	2	1
2. An instructor should exert continuous effort toward improved performance. Rate this instructor on the items below.			
a. Extent to which mental effort is applied to performance.			
b. Extent to which physical effort is applied to performance.			
3. An instructor's appearance should meet the requirements of the school policy contained in the Instructor's Handbook. How would you rate this instructor?			
Extent to which his/her appearance meets school policy.			
4. In order to promote instructional continuity, instructors should be in attendance on a regular basis. How would you rate this instructor? Extent to which his/her attendance affects the continuity of instruction.			
B. Teaching Skills 1. There should be effective communication between the instructor and student. How would you rate this instructor in the following areas of communication?			
a. He/she makes students aware of their progress.			
b. He/she explains what is right or wrong about assignments or work.			
c. He/she assigns learning activities to improve students performance.			
2. The instructor who applies variety to teaching methods uses many techniques to assist learning. Rate this instructor as to use of:			
a. Guest speakers			
b. Special class activities			
c. Field Trips			
d. Audio-visuals			
e. Printed hand-outs			

	3	2	1
3. Students' knowledge of their progress is of utmost importance in a learning situation. How would you rate this instructor in the following areas?	X	X	X
a. His/Her grading procedures are clearly described.			
b. He/she clearly indicates what material tests will cover.			
c. Student tests are graded within a reasonable time.			
d. He/she reviews test results with his/her students.			
4. Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate this instructor in the following areas?	X	X	X
a. His/her classes and laboratories begin at the scheduled time.			
b. His/her students are dismissed at the scheduled time.			
c. He/she is present when classes are in session.			
d. He/she is available to assist students when classes/laboratories are in session.			
e. He/she uses his/her planning time effectively.			
5. Subject matter must be presented in an organized manner. How would you rate this instructor in the following areas?	X	X	X
a. Subject matter is presented in an order which helps students understand.			
b. He/she stays on subject or related material. Does not waste class time on unrelated material.			
c. His/her assignments are clear and easily understood.			
d. He/she gives enough time for completion of assignments.			
e. He/she is well prepared to conduct classes/ laboratories each day.			
f. He/she has a daily lesson plan and uses it.			

	3	2	1
6. The instructor should be fair when working with students. How would you rate this instructor in the following areas?			
a. He/she gives the grades earned.			
b. He/she gives individuals a fair share of his/her time.			
c. He/she makes class assignments which apply equally to all persons.			
7. Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between this instructor and his/her students.			
a. He/she is considerate and tolerant of students opinions.			
b. He/she gives personal attention to his/her students when needed.			
c. He/she is courteous toward students.			
d. He/she displays self-control toward students.			
e He/she gives criticism in a courteous and helpful manner.			
f. He/she encourages students to ask questions.			
g. He/she responds to student questions in a considerate and courteous manner.			
h. His/her relationship with his/her students is not influenced because they are male or female.			
i. His/her relationship with his/her students is not influenced by his/her particular race.			
j. His/her relationship with his/her students is not influenced because of students age.			
8. An efficient instructor processes paper work promptly and accurately. How do you rate this instructor? He/she submits required paper work and reports that are prompt and accurate.			
9. All staff, including instructors, should assist in job placement efforts. How do you rate this instructor?			
a. He/she assists the students in his/her program in finding jobs for which they are trained.			
b. He/she assists the job placement coordinator and other staff in the job placement effort.			

	3	2	1
10. Instructors should maintain a positive relationship with related business and industry. How do you rate this instructor in this area?	X	X	X
a. He/she has business and/or industrial representatives visit his/her program.			
b. He/she visits business and/or industries that relate to his/her instructional program.			

11. Please indicate below any areas in which assistance needs to be provided to this instructor.

_____

Assessor

SUPERVISORY PERCEPTIONS

PROGRAM

Program_____

Date_____

This program evaluation is based on the standards of the Southern Association of Colleges and Schools. The evaluation is to be done by the supervising coordinator during a formally scheduled visit. It is the responsibility of the coordinator to verify the evidence available to support the standard and render a judgement as to whether or not the standard has been met.

Please respond "yes" or "no" to each item. All standards not met are to be explained on the last page, along with any comments or suggestions for improvements. The coordinator is to provide the department with a copy of the evaluation.

PROGRAM

_____ 1. There is a copy of the school catalog present in the department, available for the use of faculty and students, which contain the philosophy and purpose of the institution and the goals, objectives, and description of the occupational program.

_____ 2. The program clearly reflects the philosophy and purpose of the institution and the needs of the students.

_____ 3. Admissions requirements are reasonable in relation to expectations of student success.

_____ 4. There is evidence of semi-annual advisory committee meetings.

_____ 5. The department comprehends and participates in a system of evaluation which leads to the up-dating and/or improvement of the individual instructor and the occupational program.

_____ 6. The instructional program is organized to provide the knowledge and skills development that are essential for success in the occupation.

_____ 7. Within the classrooms, shops, and laboratories, there is evidence that instruction has been properly organized and is being implemented through multi-media approaches.

_____ 8. Teaching methods and procedures make provisions for individual differences and needs.

_____ 9. To ensure skill proficiency, sufficient practice is provided with appropriate and suitable equipment similar to that currently accepted in business and industry.

_____ 10. Job orientation, work habits, and attitudes are interwoven into the instructional program to assure job compatibility.

_____ 11. Activities which include health emphasis, job safety, and fire prevention are an integral part of instruction.

_____ 12. Records showing the progress of the individual student are maintained and made a part of his/her permanent file.

_____ 13. There is a system of evaluating student achievement.

_____ 14. There is demonstrated a continuous effort to determine the effectiveness, reliability, and validity of the methods of evaluation.

_____ 15. Lesson plans have been developed and are utilized.

STAFF

_____ 16. There is evidence of liaison between each instructor and the respective business or industry.

PHYSICAL FACILITIES

_____ 17. Existing facilities include adequate space and utilities in classrooms, laboratories, and shop areas which provide for safe and orderly instruction.

_____ 18. There is adequate light, heat, and ventilation in all areas of the facility with particular attention to conditions which might adversely affect health and safety.

EQUIPMENT AND SUPPLIES

_____ 19. Proper equipment and adequate instructional and non-instructional supplies are made available to support the instructional programs offered by an institution.

_____ 20. Equipment selected represents the grade and type used by business and industry.

_____ 21. The department has a system of supply and equipment inventory which includes instructional and non-instructional items.

_____ 22. All instructional equipment and supplies meet appropriate safety standards.

_____ 23. First aid supplies are readily available.

LEARNING RESOURCE CENTER

_____ 24. There is a learning resource center provided by the department.

_____ 25. The learning resource center(s) includes sufficient materials to facilitate a multimedia approach to instruction.

_____ 26. The equipment and material are appropriate to the needs of the programs served.

_____ 27. Materials include such items as audio-visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals.

_____ 28. A current inventory is maintained and updated bi-annually.

_____ 29. A plan exists for annually evaluating the effectiveness of the learning resource center(s).

PLACEMENT AND FOLLOW-UP

_____ 30. There is evidence in the department that a follow-up program is conducted annually; which collects, records, and maintains employment information over a five-year period is in operation. (Such as the annual follow-up report of the placement office.)

DESCRIBE ANY STANDARDS NOT MET AND ADD ANY COMMENTS OR SUGGESTIONS BELOW:

_____
Assessor

Sample Document 3

ADMINISTRATIVE PERCEPTIONS
COORDINATOR OF INSTRUCTION

Name of Coordinator_____ Date_____

The following questionnaire was designed as an instrument to help the Director identify strengths and weaknesses of the Coordinator of Instruction. The competencies listed are based on nationally recognized supervisory competencies.

The comments and ratings made on this form are strictly to help identify needs so that appropriate improvement activities may be focused on the fulfillment of those needs. None of the responses in this document will be used for annual personnel evaluation.

Rating Scale

3 -- NEEDS VERY LITTLE IMPROVEMENT
2 -- NEEDS SOME IMPROVEMENT
1 -- NEEDS TO IMPROVE

A. Generic and Support Considerations	Needs very little improvement 3	Needs some Improvement 2	Needs to Improve 1
1. Is thoroughly familiar with school policies and procedures			
2. Applies school policy and procedures equally to all			
3. Provides the teacher with assistance in acquiring necessary materials, supplies, and equipment			
4. Is available on a regular basis to assist instructors			
5. Demonstrates an ability to work through problem situations			
6. Provides leadership by example			
7. Is dedicated to making each instructional program as efficient as possible			
8. Demonstrates interpersonal skills that result in productivity by			
a. Seeking feedback and information			
b. Diagnosing individual and group problems			
c. Resolving conflicts			
d. Utilizing effective interpersonal communication skills.			

	3	2	1
9. Demonstrates decision making skills by:			
a. Seeking related information from a variety of sources			
b. Consulting with those whom the decision affects			
c. Identifying alternative strategies and consequences			
d. Selecting and implementing a strategy			
10. Observes program operation and individual instructors on a regular basis so as to be in a position to offer appropriate assistance			
B. Curriculum and Instruction			
11. Is familiar with the objectives and curriculum of each program.			
12. Continuously emphasizes curriculum development and instructional improvement			
13. Assists instructional personnel in:			
a. Writing goals and objectives			
b. Selecting content			
c. Selecting strategies			
d. Selecting materials			
e. Selecting student evaluation methods and procedures			
14. Assists instructional personnel in developing strategies and skills in classroom management			
15. Provides leadership and assistance in the improvement of teaching techniques employed by individual instructors			
C. Professional Growth			
16. Works with the instructor to develop appropriate staff development plans that are designed to meet the identified needs			
17. Participates in formal evaluations that identify the needs of individual instructors and their programs			

	3	2	1
18. Makes individuals aware of the results of evaluation and needs assessments conducted on them and their program			
19. Seeks and utilizes suggestions from staff for improvement			

20. Please indicate below any constructive suggestions that will assist this coordinator in improving his/her job performance.

_____
Assessor